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ABSTRACT

Written to prepare the American Indian student entering a General Educational Development (GED) program, the Pre-GED Level II reading skills student workbook of the PATHWAYS Curriculum provides lessons that will teach skills needed to pass the reading and writing sections of the GED examination, along with writing skills for seeking employment. The workbook is divided into four units, each containing a culture-based lesson which provides instruction and practice in a skill. Each lesson may contain a myth, legend, religious beliefs and ceremonies, poetry, history and information on styles of architecture, clothing, dance, music, or art from one of the southwestern tribes, as well as writing exercises, and a unit test. The units of study and lessons presented are: word analysis (prefixes, suffixes, and root words); vocabulary (using context clues, synonyms, antonyms, and homonyms); comprehension (identifying the main idea, identifying cause and effect, drawing conclusions, distinguishing between fact and opinion, following directions); and study skills (map and graph reading, reading timetables, and schedules, summarizing and skimming, parts of newspaper and reading want ads, and test taking skills). A glossary of all the terms used concludes the workbook. (ERB)

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PATHWAYS

AN ADULT PRE-GED READING SKILLS WORKBOOK

Level II

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PREFACE
TO THE STUDENT

This workbook has been written to prepare you for entering a GED program through which you will earn a GED certificate. The lessons will teach you the skills you need to pass the reading and writing sections of the GED examination. In addition, you will learn some writing skills that will help you when you seek employment.

You will learn these skills by reading about the different cultures of the many Southwestern Indian tribes — their myths, legends, religious beliefs and ceremonies, poetry, history, styles of architecture, clothing, dance, music, and art. You will read fascinating tales of the ancient Anasazi and the Hohokam; you will learn about the Hopi, Pima, Apache, Paiute, Papago, Havasupai, Pueblo, Mohave, Yaqui, Navajo and many other Southwestern tribes.

Before you begin, read the following paragraphs carefully. They tell you how to use this workbook.

This workbook is divided into units. Each unit contains a number of lessons, each of which provides instruction and practice in a skill. Always read the explanation of the skill at the beginning of each lesson. Study the examples. Then, carefully read the directions and complete the exercises. When you finish a lesson, see your instructor to check your answers. After you have completed all of the lessons in a unit, complete the unit test. It is designed as a review of the skills contained in the unit. When you complete the unit test, see your instructor to check your answers.

At the back of the book is a glossary. It contains, in alphabetical order, definitions of all the terms used in the workbook.

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UNIT I

I. WORD ANALYSIS

C. *Prefixes, suffixes, and root words*

Often long, difficult words in English may be divided into smaller parts. These parts are called prefixes (*part that goes before*), suffixes (*part that goes after*), and root words (*base part*). Since these parts have general meanings that remain the same, knowing the definition of common prefixes, suffixes, and root words will help you figure out the meaning of an unfamiliar word.

Ex: transport = trans / port
prefix *root*

Let's look at transport. It is made up of two word parts: trans + port. Trans is a prefix meaning "across" and port is the root word, meaning "to carry." Thus, transport means "to carry across."

What do you think transcontinental means? Trans: across, continental: referring to a continent. Transcontinental means "across a continent."

Following are lists of common prefixes, suffixes, and root words with their meanings. Study them carefully. They will help you increase your vocabulary.

PREFIX	MEANING	EXAMPLE
ab-	away, off	absent
bi-	two	bifocal, bicycle
non-, un-, in-, il-, im-, ir-	not, absence	illicit, inherit, unkind, nonstop
auto-	self	automatic
super-	over, above	superior, supermarket
semi-	half, two times, partly	semiskilled, semitrailer

I.C. Prefixes, suffixes, and root words

PREFIX	MEANING	EXAMPLE
ex-	out	exit
pre-	before	prenatal

SUFFIX	MEANING	EXAMPLE
-able	able to be; when added to a word, the new word becomes an adjective	enjoyable
-ation	result of an action or process	formation, education, discrimination
-er, -ist	one who does; when added to a word, the new word becomes a noun	(farm) farmer; (work) worker; (type) typist
-ess	female; when added to a word, the new word becomes female	waitress; lioness
-ism	act, process	heroism
-hood	time, state of	childhood
-ful	full	cupful, tankful, skillful, armful

ROOT	MEANING	EXAMPLE
aqua	water	aquarium
ben, bene	well, good	benefit, benevolent
cid, cis	kill, cut	suicide, incision
duc, duct	lead	educate
dem	people	democracy

I.C. Prefixes, suffixes, and root words

Choose the correct prefix from the list and place it on the blank before the root word. Then, write the meaning of the word as it is used in the sentence.

1. Only two colors of wool are used in weaving a Two Grey Hills Navajo rug. Therefore, it is a _____colored rug.

   _____

2. The old trading post is having a hard time making any profits because many _____markets are opening on the reservation.

   _____

3. Only _____smokers are allowed to dance in the "fresh air ceremony" which welcomes the arrival of spring.

   _____

4. Years ago, many buffalo roamed the land that is now called the Great Plains; today, they are almost _____tinct.

   _____

Choose the correct suffix from the list and place it on the blank after the word. Then, write the meaning of the word as it is used in the sentence.

5. There were so many pinons on the trees that he had a bag_____ in less than an hour.

   _____

6. The farm_____ was a very hard work_____, but his children did not like to work on the farm, so they moved to town.

   _____

7. When grandfather tells stories about the times during his child_____, none of the young people believes him.

   _____

8. My sister earns many tips as a waitr_____ at Earl's Cafe.

   _____

I.C. Prefixes, suffixes, and root words

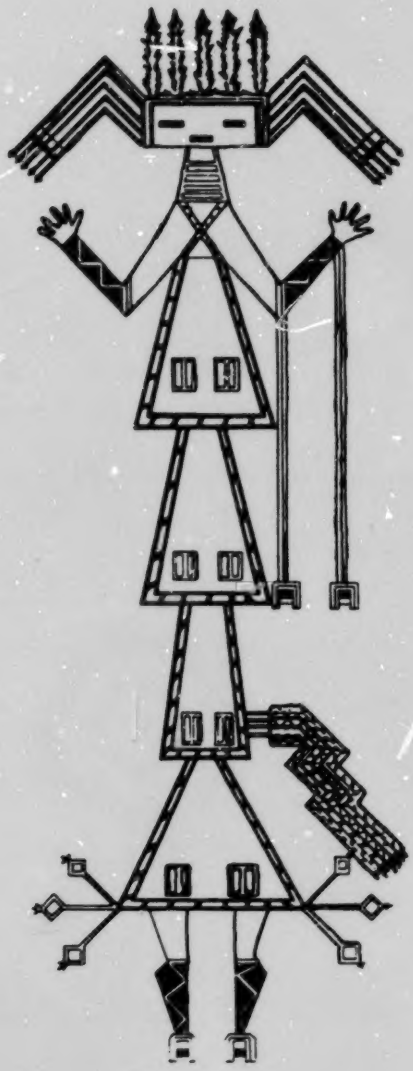
Underline the root word in each of the following words. Then, tell what the root word means.

9. scissors _____

10. democratic _____

11. aqueduct _____

12. conductor _____



UNIT II

II. VOCABULARY

A. *Using context clues*

When you use context clues, you figure out the meaning of unfamiliar words in a sentence or paragraph by the words surrounding them. Often, the sentence (or paragraph) as a whole will help you determine what an unknown word means. Figuring out the meaning of a word by the words surrounding it requires the use of context clues.

Select the correct meaning for the underlined word in the following items using context clues.

1. The Hopis do not choose to affiliate with the Navajos, but marriages between the two tribes are not uncommon.

   a) have social contact
   b) fight
   c) play cards
   d) go to church

2. There are so few infractions of the law that it is hard to say what the punishments are. Most Hopis would rather obey the law than be punished for disobeying it.

   a) agreements
   b) passing a law
   c) acts against the law
   d) misunderstandings

3. It is believed that Gypsum Cave was occupied several thousand years ago. What makes this discovery interesting is that some normally perishable material was preserved in the cave. This was due to the protection of the cave.

   a) able to become ruined or destroyed
   b) able to be eaten
   c) able to be worn
   d) able to be woven into baskets

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II.A. Using context clues

4. In 1893, ninety bodies, along with many finely woven baskets, were found in a cave in Butler Wash in Utah. It was obvious that these people were older than the builders of the cliff houses and were from a different culture. The profusion of baskets led to these people being called Basketmakers.

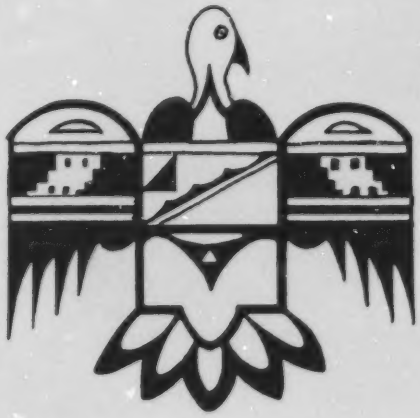
   a) full of fine decorations
   b) a great number; many
   c) organized in long rows
   d) absence of

5. Mohave attire generally was like that of other Colorado River people, but the garments had their own characteristics. Both men and women wore cloths which hung down from their waists; they covered their upper bodies only in cold weather. They also went without shoes and wore no hats or head coverings.

   a) clothing
   b) weather
   c) cooking
   d) weapons

6. The Navajo greatly fears death and everything connected with it. This intense feeling — which has many ceremonial expressions — stems from the fear of ghosts and witches of the afterworld. He worries that the dead may return as ghosts to frighten the living.

   a) calm
   b) weak
   c) extremely strong
   d) carefree



II.A. *Using context clues*

7. In the Pueblo revolt against the Spanish, the Hopis joined forces with the Eastern Pueblos. A particular day had been set for the attack. The Hopi delegation brought back a buckskin thong with a number of knots in it. This showed the number of days to go before the revolt.

   a) one or more persons chosen to represent others
   b) the sick members of the tribe
   c) U.S. government officials
   d) the male children from a tribe

8. The number four runs through Hopi stories and tales. There are four sacred directions. Events occur in sequences of four. A migration may take four years, or a clan arrives at its destination after four stops.

   a) a long race
   b) a chant sung by the medicine man
   c) sickness
   d) journey to a new place

II.B. *Synonyms, antonyms, and homonyms*

You have already learned that a synonym is a word that means about the same thing as another word.

Ex: *gentle — tender*
bountiful — plentiful
anxious — worried, eager
happy — cheerful

An antonym is the opposite of another word.

Ex: *lazy — energetic, active*
full — empty
coarse — smooth
before — after

A homonym sounds like another word, but means something very different and is usually spelled differently:

Ex: *tale — tail*
seem — seam
principle — principal
deer — dear

Using these types of words correctly will enlarge your vocabulary and make it easier for you to communicate effectively.

SYNONYMS:

Match the word in Column A with its synonym in Column B. Do not look up the word unless you have to do so.

COLUMN A	COLUMN B
1. _____ frequently	A. late
2. _____ tardy	B. growth
3. _____ enemy	C. amount
4. _____ development	D. warn
5. _____ price	E. often
6. _____ scold	F. foe or opponent

II.B. Synonyms, antonyms, and homonyms

ANTONYMS:

Match the word in Column C with its antonym in Column D.

COLUMN C	COLUMN D
7. _____ anxious	A. never
8. _____ constantly	B. death
9. _____ hero	C. calm
10. _____ unite	D. unsure
11. _____ birth	E. villain
12. _____ certain	F. divide

HOMONYMS:
Now, match the word in Column E with its homonym in Column F.

COLUMN E	COLUMN F
13. _____ stationary	A. vain
14. _____ tale	B. new
15. _____ vane	C. birth
16. _____ knew	D. some
17. _____ sum	E. stationery
18. _____ berth	F. tail

II.B. Synonyms, antonyms, and homonyms

Are the following pairs of words synonyms?	YES	NO
19. seldom — rare	____	____
20. hazy — clear	____	____
Are the following pairs of words antonyms?		
21. enjoyed — liked	____	____
22. sealed — opened	____	____
Are the following pairs of words homonyms?		
23. tact — tack	____	____
24. child — chide	____	____

Now, you supply synonyms for the following words:

25. comprehend _____

26. place _____

Supply antonyms for the following words:

27. single _____

28. selfish _____

Now, supply homonyms for these words:

29. sight _____

30. sale _____

UNITS I & II POST-TEST: WORD ANALYSIS/VOCABULARY -

Select the prefix, suffix, or root word from the list that best completes each sentence. Not all the word parts will be used.

bi-	semi-	duct	-able
in-	-un	-ist	aqua
dem	ex-	-ism	
-ess	pre-	post-	

1. A female animal, the lion_____ is often more feared than the male.
2. The bandage was to be applied to the _____ternal or outside portion of the wound.
3. The _____annual meeting is held each January and June.
4. Mother _____determined, or selected beforehand, my sister's name.
5. The elder will lead or con_____ the women to safety.
6. One who plays the piano is called a pian_____.
7. Eddie is an _____kind person because he hurts others.
8. Cattails are _____tic plants; they grow in water.

Read the following paragraph and choose the best meaning for each underlined word.

The Harvest Dance of San Juan and San Ildefonso is a Thanksgiving ceremony to Mother Earth for <u>fertility</u> and for all agricultural crops. Of all Tewa plaza dances, it is the one most closely related to the social and religious life. It is <u>sponsored</u> by the *Kosa* Society with the assistance of the other religious groups in the Pueblo.

From *Music and Dance of the Tewa Pueblos*
Gertrude Prokosch Kurath

9. In "... ceremony to Mother Earth for <u>fertility</u> ...," fertility means:
   a) being favorable to growth or able to reproduce
   b) corn
   c) rain
   d) able to give a long life, given to prosperity

10. In "... sponsored by the *Kosa* Society...," sponsored means:

    a) to make money
    b) to give support to
    c) to be hidden
    d) invented by

Select a synonym for each underlined word.

11. The child was admonished by his mother for running away from home.

    a) kissed
    b) injured
    c) held
    d) scolded

12. Temperatures at White Mountain Apache Reservation vary from 85 degrees in summer to below freezing in winter.

    a) change
    b) grow
    c) stay
    d) create

Select an antonym for each underlined word.

13. The anxious girl nervously stood up to accept her award.

    a) teenage
    b) calm
    c) tall
    d) fearful

14. The weaver had to separate each colored strand of wool before she wove them together to make a blanket.

    a) join
    b) comb
    c) stretch
    d) purchase

Select the word that is a homonym for each of the following words.

15. sight:

    (A) blindness (B) of the eyes (C) cite (D) vision

16. tale:

    (A) story (B) tail (C) truth (D) fiction

UNIT III

III. COMPREHENSION

A. *Identifying the main idea: stated*

The main idea of a selection, as you may have guessed, is usually a sentence that tells what the selection is about. Often, there will be several other sentences which help support or clarify the main idea to the reader.

The main idea of a selection or paragraph may be either stated or implied. If it is stated, as in this exercise, the writer tells you directly what the main idea is. A stated main idea is often the topic sentence of a paragraph.

See if you can pick out the main ideas in the following selection.

Preview of difficult words:

difficulty (ˊdĭf ĭ cŭlt tē): *disagreement; hardship*

authority (au ˊthŏr ĭ tē): *the right to command or order*

criticized (ˊkrĭt ĭ sīzd): *judged the faults of*

persuade (pĕr ˊswād): *to cause someone to do something by means of reason or argument*

informed (ĭn ˊfŏrmd): *gave information to*

established (ĕ ˊstăb lĭsht): *to create on a firm and lasting basis; to found*

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III.A. Identifying the main idea: stated

1) Like all the other people, the Shungopovi chief and his brothers often had some kind of difficulty or argument over something. The problem this time was that the younger brother was being too bold. He was taking too much authority on himself and was not respecting the other people. He would not work, but he would help himself to everyone's crops when they were ripe. He often took ripe corn from the fields.

2) The people soon grew tired of this. One day the younger brother went out to the fields and picked a large basket of the ripest corn. The chief was there and watched him do this. So the chief called him down and criticized him in front of all the people. This caused the young man to feel very ashamed, and he dropped the corn and went home.

3) When darkness came, he quietly left Shungopovi. No one heard anything about him for a long time.

4) Then, one day when the Shungopovi villagers were out hunting, they discovered the younger brother Ma-chito living in a cave at Third Mesa. They tried to get him to talk to them, but he would not speak to them. Then they tried to persuade him to come home with them, but he would not leave his cave.

5) When they returned to Shungopovi, they informed his wife of where they had found him, and she went to talk to him. She begged him to come home, but he told her he would never go back to Shungopovi. He said he had left his people for good. His wife traveled four times to Third Mesa to see him, but he still refused to come home. Finally, she decided to join him and moved to Third Mesa to live with him.

6) When she arrived there, they climbed on top of the mesa and established another village. The village was called Oraibi and from then on, whenever persons in one of the other villages were mistreated or became angry with their people, they moved to Oraibi. Ma-chito was always happy to see them. He wanted to have more people in his village than his brother had.

From *Truth of a Hopi*
Edmund Nequatewa

III.A. Identifying the main idea: stated

1. What is the main idea of paragraph #1?

   a) The chief's younger brother left Shungopovi.
   b) The younger brother took ripe corn from the field.
   c) The chief and his brother were always fighting.

2. What is the main idea of paragraph #2?

   a) The brother picked a large basket of ripe corn.
   b) The people finally got tired of it and he was called down.
   c) The chief sent his younger brother hom[illegible]

3. In your own words, write a title for this tale.

   _____

4. The main idea of the whole selection might be:

   a) How a family quarrel led to the founding of Oraibi.
   b) How Ma-chito used to take food from other people's crops.
   c) How Ma-chito's wife tried to get him to return with her.

III.A. *Identifying the main idea: implied*

Identifying the main idea is a skill you use constantly: in writing, reading, and speaking or listening. The main idea is what the whole thing is about. In literature, the main idea of a passage or story can be stated or it can be suggested (implied). When the main idea is implied, you must determine the message or idea the writer is trying to convey by what he tells you in the story. The actions and statements of the characters offer clues as to the main idea.

Read this story about a young Yaqui boy, Kutam Tawi, and answer the questions that follow.

Preview of difficult words:

destiny (ˊděs tĭ nē): *a plan of events that has already been determined by a higher power than man*

ancients (ˊān shŭntz): *a group of wise old men who have special powers*

timidly (ˊtĭm ĭd lē): *shyly; without acting bravely or boldly*

fatal (ˊfā tŭl): *causing death*

There lived in the pueblo of Potam a Yaqui captain named Tawachimea who was married to a very beautiful native girl. From this marriage a very handsome little Yaqui boy resulted. The boy was called Kutam Tawi.

As soon as the boy was born, Tawachimea called together those who were wise so they could tell him what the destiny of his son would be. Above all, the father wanted to know how long his son would live.

After three days, one of the wise old men came to Tawachimea and said, "Your son will be very intelligent, but his destiny is bad. When he is fifteen years old, at mid-day, your son will die at the hands of a stranger."

Tawachimea gave credit to the ancients, for he knew the wise men never told a lie. He thought and thought of how he might help his son escape death.

The young man, Kutam Tawi, grew. Eight days before he would be fifteen years of age, Tawachimea and his wife took their son to the hill named Tohkobiiku. They went down into a tunnel in the side of the hill. There, they left Kutam Tawi in order to save him from death.

III.A. Identifying the main idea: implied

But nearby a young Yaqui was hidden. He had just hidden there, filled with fear because of a struggle with some bad Yaquis. He had run away in order to escape sure death.

Soon, he presented himself to Kutam timidly, saying, "Please excuse me, brother, but I came here frightened. Some Yaquis want to kill me. Let me hide with you until I get over my fright and my enemies leave."

"Stay here with me," said Kutam Tawi. "My parents brought me here to stay until I am fifteen years old. It is foretold a stranger may kill me."

The Yaqui was afraid to stay with Kutam, saying, "I must not stay here. I don't want to kill anyone."

Kutam told him, "If you kill me, it would be the will of Dios (God). Stay here and be my companion until the day fixed for my death."

When the fatal day arrived, the boy Kutam Tawi was reclining on some lion skins. It was twelve minutes before noon, Kutam Tawi, lying there, said to Kama Wiroa, "Will you bring me my spear?"

Kama Wiroa, the Yaqui boy, picked up the spear. On coming up to Kutam Tawi, he tripped and fell. The weapon struck into the boy's heart, killing him instantly.

Kama Wiroa knelt beside Kutam Tawi and wept bitterly. He was weeping when Tawachimea and his wife arrived. When they saw what had happened, they said, "Be it as Dios desires."

From *Yaqui Myths and Legends*
Ruth Warner Giddings

III.A. Identifying the main idea: Implied

1. The main idea of this story is:

   a) A fugitive Yaqui boy killed Kutam Tawi
   b) Kutam Tawi died at an early age
   c) the wise men warned Tawachimea of his son's death
   d) Kutam Tawi was unable to avoid his destiny

2. In a more general sense, the main idea might be expressed as:

   a) one should never take in a stranger
   b) one cannot escape his fate
   c) one must live each day fully, for death might come anytime
   d) one should always go to one's father for advice

3. According to the story, Kutam Tawi's attitude toward death is:

   a) he is frightened
   b) if it is Dios' will, he will die
   c) he doesn't believe the wise men's predictions
   d) he is safe in the cave

4. Write a title for this story.

   _____

   _____

III.B. Identifying cause and effect: stated

> As you know, every effect has a cause. We say that X causes Y to happen; Y is the effect, or result, of X. The cause or the effect may or may not be directly stated in the text. If the relationship is stated, you are told why something happens or what the result is of a certain action.

In the following tale, "Why Coyote is the Color of the Ground," the cause-effect relationships are directly stated. Read the story and answer the questions that follow.

Preview of difficult words:

cradled (ˊkrăd ŭld): *being placed or kept as in a cradle or bed*

darted (ˊdärt ĕd): *moved with sudden speed*

sprawling (ˊspröl ĭng): *having arms and legs spread out awkwardly while falling*

After Earth Magician made the desert and mountains and created the people who live in them, he stood at the edge of the sky. He looked at the world and said, "It is finished — the people live in peace. But, who is to watch over the people who live on the ground? And who is to watch over the desert at night? There must be one to watch over the night world."

So, Earth Magician brought the sun and the moon together. The moon came down to earth and went to the place called Sun Striking Mountain. There she became the mother of Coyote. Since she could not care for Coyote because her work was in the sky, she trampled down some green bushes, and on the soft leaves she placed the sleeping Coyote. She named him Toe-hahvs, the name of the bushes that cradled him. That is why in the beginning his bushy coat was green like the green of the Toe-hahvs bush.

Coyote grew rapidly. He wandered over the desert and through the great mountain passes, his shadowy form slinking always close to the ground.

One day Coyote was slinking over the desert, his bushy green tail trailing close to the ground. He saw a beautiful blue mountain in the distance that became even more beautiful as he came nearer to it. Slowly, Coyote climbed

the mountain. At last, he reached the top. There, cradled between the jagged peaks was a beautiful blue lake, more blue than the blue mountain.

Coyote looked at the lake. There he saw a small bird the dull color of the ground. Quickly, it darted into the blue water, ruffling its feathers and splashing water over its head. It sang a song as it bathed:

There is a blue water, in the blue mountains.
In the blue water I go, and I am blue!
All blue!

When the song ended, the bird's feathers turned blue, just like the lake. Coyote called to the bird, asking the bird how he became blue. The bird told Coyote to go into the icy water four times and sing the song each time.

Coyote did this. And when he was finished, he looked at his beautiful blue bushy coat and tail. Coyote was so happy he ran down the side of the mountain and over the desert. Through the land he raced, bragging to all the creatures, "See my blue coat! See my beautiful blue coat!"

As he ran along, he forgot to watch the ground in front of him. The stump of a palo verde tree jutted above the sand, but he did not see it . . . "oomph!" And, he fell sprawling, tumbling over and over on the dusty ground.

For some time he lay in the dust. Then he slowly rose and shook himself. He looked to see if his beautiful blue coat and bushy tail were harmed. They were no longer blue. They were the dull color of the ground.

To this day the bluebird is blue. Mountains are blue in the distance. Lakes are blue. But Coyote's coat is still the color of the ground.

From *Indian Tales of the Desert People*
William Hayes

III.B. *Identifying cause and effect: stated*

Answer these questions about the cause-effect relationships in the tale.

1. In the beginning of the tale, why does Earth Magician bring the sun and the moon together?

   _____

   _____

2. Why can't the moon take care of Coyote?

   _____

3. What causes Coyote's coat to be green in the beginning?

   _____

   _____

4. What is the effect of Coyote's diving into the lake four times and singing the bird's song four times?

   _____

5. What causes the small bird's feathers to turn blue?

   _____

6. Why does Coyote run through the desert after he comes out of the lake?

   _____

   _____

7. What is the result of Coyote's not watching where he was running?

   _____

   _____

8. What color do you think Coyote's coat might have been today if he had not been so anxious and careless in showing it to the other creatures?

   _____

III.B. *Identifying cause and effect: implied*

As you know, in a cause and effect relationship, the cause is an action which provokes a result. The effect is what results from the cause.

A cause and effect relationship may be either stated or implied. When the cause and effect relationship is implied, the passage does not state it directly; the relationship is suggested. The reader deduces, or figures out, what causes a certain effect or what effect is the result of that cause.

Read the following Cochiti story about the creation of the stars in the sky and then answer the questions.

Preview of difficult words:

underworld (ŭn dĕr wŭrld): *in Cochiti religion, the world from which ancestors of the Cochiti emerged*

forbade (fŏr bād): *past tense of forbid (to command against; to disallow)*

constellations (kŏn stĕ ′lā shŭns): *the groupings of stars in the sky*

Long ago, when everything began to live again after the flood, our mother gave a bag containing stars, to carry up from the underworld, to Scarabeus, who had two eyes which shone like stars. At the advice of Spider she had made the stars of cornmeal dough and left them in the ashes without cooking so that they would shine. Our mother forbade the carrier of the bag to open it, but he disobeyed. The stars flew into the sky in disorder. As a result, only a few of the constellations were given names. For disobeying, Scarabeus was punished with blindness and given only two horns with which to feel his way.

From *Tales of the Cochiti Indians*
Ruth Benedict

III.B. Identifying cause and effect: implied

1. What did our Mother do to cause the stars to shine?

_____

_____

2. What did Scarabeus do that caused the stars to fly out of the bag?

_____

3. What happened to the stars as a result of their being thrown into the sky in a disorderly fashion?

_____

_____

4. Why does Scarabeus have only horns instead of eyes today?

_____

_____

III.C. Drawing conclusions

In real life we constantly draw conclusions. That is, we form opinions and make judgements based on facts or events. Sometimes, we draw conclusions based on the consequences of another's actions. Literature, like life, teaches us to draw conclusions.

Read the following Cochiti tale about our Mother, the hummingbird, and the rain and see what conclusions you can draw.

Preview of difficult words:

disbelieve (dĭs´ bĕ lēv´): *to refuse to believe in, reject*

perturbed (pur turbed´): *greatly disturbed, upset*

withheld (wĭth hĕld´): *held back, prevented*

Shipap (Sheeb ´ap): *the place of emergence in Cochiti; the home of the dead*

robust (rō bust´): *strong, hardy*

Long ago the people began to disbelieve in our Mother. They followed their own habits. They said, "It is not our Mother who sends the rain." She was perturbed that they no longer appreciated her and for four years she took away the clouds and withheld the rain from the people. The people saw no clouds and began to wonder where our Mother had gone. They attempted to find out, but they could not discover her. Our Mother had told Hummingbird, "Child, never tell where I have gone. For four years there will be no rain. Whenever you are thirsty for honey go to Shipap and suck from the flowers." Frequently, the people questioned her about where our Mother had gone, but every time she said she did not know. They experimented with prayers and sacred songs to bring our Mother back, but they received no answer. All the people were weak and there was nothing left to eat. Many people died from thirst. The hummingbird was the only one who was still healthy and robust. The people abandoned all hope of finding our Mother. At last the people understood that it was our mother who brought them rain and gave them food, and that they had lost her because they doubted.

From *Tales of the Cochiti Indians*
Ruth Benedict

III.C. Drawing conclusions

1. Why did our Mother take away the rain?

   a) The people did not appreciate the rain.
   b) The people were following their own ways instead of hers.
   c) The people did not need the rain.
   d) The people had had too much rain.

2. Why was hummingbird still strong and healthy?

   a) She did not need food to stay strong.
   b) Her food lasted her a long time.
   c) She was told where she could find food.
   d) She was naturally strong.

3. How did people feel about our Mother at the end of the story?

   a) They were angry at her because they were dying.
   b) They were glad she went away.
   c) They realized her ways were the right ways.
   d) They believed she would soon come back to them.

4. What lesson was our Mother trying to teach the people?

   a) She wanted them to believe in her and follow her ways.
   b) She wanted them to pray and sing sacred songs.
   c) Only the Hummingbird was strong enough to live without rain.
   d) She wanted them to return to Shipap.

III.D. *Distinguishing between fact and opinion*

Recognizing the difference between fact and opinion is an important skill. We are frequently faced with someone's opinions urging us to "do this," "buy that," or "use those." Sometimes, these opinions are presented as facts. Knowing the difference between fact and opinion prevents us from being misled.

Remember, a fact can be proven to be true or false. An opinion is not based on fact but on what someone thinks, feels, or believes is true.

Often, words such as best, worst, finest, nicest, saddest, etc., indicate that the statement is an opinion. So do words like all or everyone.

For example, the statement, *"The Hopi Reservation lies in northern Arizona"* is a fact. It can be proven by looking at a map. The statement, *"The most beautiful land in Arizona lies in the Hopi Reservation,"* is an opinion. One person may agree with it, while another may disagree totally. It cannot be "proven" in the way a fact can be proven.

The following story about two artists who visit Hopiland contains both facts and opinions. Read the story and then answer the questions about it. The sentences are numbered for you.

[1]In winter time the Hopi Indians have many beautiful and significant dances and ceremonies. [2]To try to paint these dances and ceremonies, two artists, a German and a Latin, drove to Hopi from the town of Santa Fe. [3]Since at that time there were no motels or hotels at Hopi, the artists finally talked the Snake Chief into renting them a little summer house. [4]The Snake Chief had built the house so he could watch his corn during the growing season.

[5]The artists were delighted with this arrangement and felt quite honored to be allowed to live in the Snake Priest's summer house. [6]They found the empty summer house cold, so the next day the two artists bought a cord of wood from one of the Indians, and in the evening they built a hot fire and soon had the room as warm as if it were August.

III.D. Distinguishing between fact and opinion

[7]All of a sudden, the German artist let out a chilling yell that could be heard a mile and jumped up on a table, catching a rafter and holding on. [8]From the rafter he swung, continuing to scream. [9]The frightened Latin artist looked around, and he, too, jumped and grabbed a rafter. [10]There the two swung and yelled, while below them in the now thoroughly-heated room, sand-rattlers and side-winders began crawling from rat holes and cracks and slithering across the floor, raising their heads and looking at the two frightened artists.

[11]What had happened was this. [12]During the previous autumn, the Snake Chief had felt that there weren't enough snakes for the Snake Dance. [13]So, all fall, he had been collecting snakes and dropping them under the flooring in the summer house where they would hibernate for one winter. [14]But he'd forgotten to tell the artists about this!

From *The Hopi Indians*
Walter Hough

III.D. Distinguishing between fact and opinion

1. Is sentence #3 in the first paragraph a fact or an opinion? _____

2. What two words in sentence #5 indicate that the statement is an opinion?

   _____

3. Sentence #6 (paragraph 2) contains both fact and opinion. Indicate whether these parts are fact or opinion:

	F	O
a) empty summer house	_____	_____
b) found the empty summer house cold	_____	_____
c) bought a cord of wood	_____	_____
d) had the room as warm as if it were August	_____	_____

4. In sentence #7, paragraph 3, the phrase *"...German artist let out a chilling yell..."* is an opinion. What word makes it an opinion?

   _____

5. Is sentence #8, paragraph 3, a fact or opinion? _____

6. Is it a fact or an opinion that in sentence #10, paragraph 3, the room was *"thoroughly heated"*?

   _____

7. Is sentence #13, paragraph 4, a fact or an opinion? _____
   Why do you think so?

   _____

   _____

8. Is sentence #14, paragraph 4, a fact or an opinion? _____
   Why do you think so?

   _____

   _____

III.E. Following directions

Being able to follow directions is a skill employers demand of their employees. It is also a skill you need to take tests, such as the GED, to sew a dress, fix a car, or learn to cook. You should always read all directions or instructions before beginning the task.

In this exercise, fill out the employment application on the next page using only the information given below. Read all instructions carefully!

1. Write your name and the date in the appropriate blanks.

2. You are seeking employment as a secretary. Write this information on the appropriate blank. Since you would be available immediately, let the employer know this in the proper place.

3. You received a GED from the Yuma Indian Center, Yuma, Arizona, in June, 1980. Write this information on the appropriate blank.

4. In May, 1981, you received a certificate from a 36-week clerical office worker program offered through the Business Training Institute, 2600 Van Buren, Phoenix, AZ, 85007. You studied filing procedures, business machines, typing, telephone techniques, and bookkeeping. Put this information in the appropriate blanks.

5. Your first job was as a part-time file clerk at Motorola, 1600 E. Thomas Rd., Phoenix, AZ, from June, 1981 until December, 1981. Your department head was Ms. Ruth Keelen (687-0954 ext. 22). You worked 20 hrs./week and earned $350 per month. Your primary duties were filing and light typing. You left to look for full-time work.

6. You began your present job as secretary at Banter Brothers Construction in March of 1982. You are working full-time at a salary of $840/month. You work for Mr. James Banter, one of the owners. Your duties include greeting customers, answering phones, typing, filing, sorting mail, and light bookkeeping.

7. You have been doing volunteer work twice a month for the Community Health Services. You work 4 hours on Saturdays, answering telephones, greeting clients, and performing general office duties. Address is 231 N. 15th Avenue, Phoenix, AZ, and the phone number is 279-0618.

8. You want to use Ms. Katie Wilson, your supervisor at Community Health Services, as a reference. She is coordinator of Volunteer Services.

III.E. Following Directions

APPLICANT	EMPLOYMENT DESIRED
Name _____ Address _____ _____ Zip Code Telephone _____ Home _____ Work Social Security No. _____	Position _____ Date you can start: _____ Mo/Day/Yr. Salary Desired: $_____ per_____

DATE: _____

EDUCATION	Name & Address of School	Years Attended	DEGREE	SUBJECTS STUDIED
High School				
College				
Vocational/ Trade School				

WORK EXPERIENCE	Name & Address of Former Employers List most current one first	Position & Salary	Major Job Duties
From _____ To _____ Reason for leaving _____	Telephone No. _____	Job Title: _____ Wage: $_____ per_____	
From _____ To _____ Reason for leaving _____	Telephone No. _____	Job Title: _____ Wage: $_____ per_____	
From _____ To _____ Reason for leaving _____	Telephone No. _____	Job Title: _____ Wage: $_____ per_____	

SPECIAL QUALIFICATIONS AND SKILLS (List skills with office machines; special workshops attended; volunteer work; membership in professional organizations)

REFERENCES	ADDRESS	TELEPHONE NUMBER	POSITION

UNIT III POST-TEST: COMPREHENSION

Read this paragraph and select the answer that states the main idea of the selection.

One of the most beautiful and important of all the seasonal dances of the Pueblos is the Basket Dance. It takes its name from the use of the food baskets in the ceremony. The baskets in the dance symbolize their normal contents — not only the food which preserves the life of the people but the seeds that are planted in the ground and must be made productive in due time. It also represents the fruits of grain that the earth gives in response to the efforts of the people. It further symbolizes the meal which is produced when the harvest of corn is ground. Finally, it represents the loaves of bread which will be used as food for the Pueblo people. The prayers that are sung or chanted during a Basket Dance are for both the food plant life and the human race, which must multiply and transmit the gift of life from generation to generation.

From *Music & Dance of the Tewa Pueblos*
Gertrude Prokosch Kurath

1. What is the main idea of the paragraph?
   a) The Basket Dance represents a plea for salvation.
   b) The Basket Dance gives thanks for the preservation of life and for abundance of food for future generations.
   c) The Basket Dance represents the loaves of bread which are food for the Pueblo people.
   d) The baskets in the Basket Dance contain both food and seeds.

Read the following Tewa story about Long Sash. Following the story there are some questions for you to answer about cause and effect and drawing conclusions.

In autumn soon after sunset, there is a bright star that rises in the east. This is Long Sash, who guided the ancestors of the Pueblos from the north to their present home. Long Sash was very brave. The people were afraid until Long Sash came to them. Then, they were not afraid because they knew he could lead them in defense against their enemies.

"Take us away from here," the people begged. "Lead us to a new land, where we can live peacefully."

"My children," Long Sash said, "are you sure you want to leave? Life is hard here, I know, but it will not be easy anywhere. There will be dangers on the way if you travel. Some will be sick. Many will be hungry and thirsty. Some of you may die. Are you sure you want to take that risk?"

The people thought about it. Then, they said, "We will face any dangers. Only, lead us out of this dark place to a new place. We want light and a life of our own."

So, Long Sash started out, and the people followed him. They first came upon the Endless Trail that stretches like a white band across the sky. This is the road they would follow until they found a place of their own.

As the people traveled along the Endless Trail with Long Sash, they began to grow tired and discouraged. Soon, some of them quarreled with one another. So, Long Sash had to teach them not to quarrel.

Then they became low on food and clothing. So, Long Sash had to teach them how to hunt for food and to make clothes from feathers. After a while he led them to a place that was so new that even Long Sash had never been there before. On and on, they traveled in this new land.

At last, the people came to the end of their journey, and to the Middle Place which was to be their home forever.

Adaptation of "The Stars Above: Long Sash and His People,"
***American Indian Mythology* by Alice Marriott and Carol K. Rachlin**

2. What caused the people to follow Long Sash?

_____

_____

3. What was the effect on the travelers of the long, hard Endless Trail?

_____

_____

4. Why do you think Long Sash cautioned the people about the dangers of the journey?

_____

_____

5. What can you conclude about Long Sash? What kind of a person is he? (You are given several clues in the story.)

_____

_____

_____

Read this Pima legend and answer the following questions about drawing conclusions and cause and effect.

Early one late spring morning, fifteen year-old Yellow Bird went to gather bean pods from the palo verde trees that grew near Bä-bät (Frog) Mountain in the Santa Catalina range of mountains. Her mother had begged her to wait until she could find time to go with her.

But, Yellow Bird wanted to show her parents she was old enough to help bring food from the desert plants. Taking her mother's burden basket, Yellow Bird started on her way to the Bä-bät Mountain.

On the road she saw Whirlwind dancing and whirling towards her. She stepped aside, but Whirlwind caught her and spun her around so fast she could not get away.

"My little Yellow Bird," he said, "don't be afraid. I will take you on a ride over the mountain top." Away they went, whirling, whirling. Up, up, up. Yellow Bird could do nothing, for Whirlwind was so very strong.

Whirlwind left Yellow Bird on top of the mountain. "Yellow Bird, I'll be back," said Whirlwind. "Perhaps Yellow Bird will learn to be patient," he mumbled.

Yellow Bird was very frightened. She was far away from home. "Father! Father!" she called. "I'm lost on the high mountain. Come and help me." But her father was too far away to hear her.

When she did not return home when evening came, her parents were very alarmed. Her father hurried to the home of Naf-choo in a cave on the side of Bä-bät Mountain. Upon his arrival, he called four times, as is the custom.

"Naf-choo! Naf-choo! Naf-choo! Naf-choo!"

A pleasant voice from within answered four times, "Naf-choo! Naf-choo! Naf-choo! Naf-choo! Come in! What can I do for you?"

"My daughter is lost on a high mountain. She cannot climb down" cried the father.

Naf-choo quickly put on his deerskin sandals and took a tiny bag of wild gourd seeds. Taking his bow and arrows, he started for the high mountain. Yellow Bird's father followed.

When Naf-choo reached the foot of the mountain, he dug the earth and planted the wild gourd seeds. He sang the Pima Grow Song four times, while moving his hands. Immediately, vines grew from the seeds, and vines grew tall. They reached the top of the mountain.

"Maiden, climb down; the vine is very strong," called Naf-choo.

Yellow Bird climbed down the vine ladder and soon was in the arms of her father.

As soon as he knew she was safe, Naf-choo thought about his seeds. Quickly, he dug them from the ground. Then, he turned to Yellow Bird's father and, in the Indian tradition, said "Nä-vä-che" (friend).

Yellow Bird's father returned the greeting, repeating four times, "Nä-vä-che."

From *Pima Indian Legends*
Anna Moore Shaw

6. What can you conclude about Yellow Bird?

   a) Yellow Bird liked to climb mountains.
   b) Yellow Bird's parents did not love her.
   c) Yellow Bird was impatient and needed to become a mature woman.
   d) Naf-choo showed that Yellow Bird was selfish.

7. What caused Yellow Bird to go to Bä-bät mountain?

   a) she liked to go hiking
   b) she was disobedient
   c) she was impatient to help gather seeds
   d) she wanted to meet Naf-choo

8. What might be the result of Yellow Bird's experience at Bä-bät mountain?

   a) Yellow Bird got a spanking
   b) Yellow Bird learned to obey and be patient
   c) Yellow Bird ran back to the mountain to find Whirlwind
   d) Naf-choo taught Yellow Bird a lesson

Decide whether each of the following sentences is a fact or an opinion. Write F if it is a fact; write O if it is an opinion.

_____ 9. October is the best month to visit Arizona.

_____ 10. It is approximately 420 miles from Phoenix to Albuquerque, passing through Flagstaff.

_____ 11. The most beautiful part of the drive is the stretch between Fort Verde and Flagstaff.

_____ 12. Everyone should go to college.

Use the following information to help you fill out the sample form for opening a checking account.

Your name is Clyde Begay. Your wife's name is Dawn Begay. You live at 3323 Vermont Street in Phoenix. Your zip code is 85258. You are employed as a mechanic for Arizona Truck Sales and Service, located at 1509 West Van Buren in Phoenix. Your social security number is 405-43-2028. You want to open the account in both of your names.

Account # _____ _____
For Bank Use Only

Please have my Banker open a Valley National Checking Account as follows. A check for my opening deposit is enclosed. (For your own protection, please do not send cash through the mail.)

Account is to be set up on the following name(s):

_____ 13

_____

signature _____

signature _____

Mailing Address _____ 14
Street & No. City State Zip

Employed by _____ 15
Firm Name Position

Social Security # _____ Date _____ 16

UNIT IV

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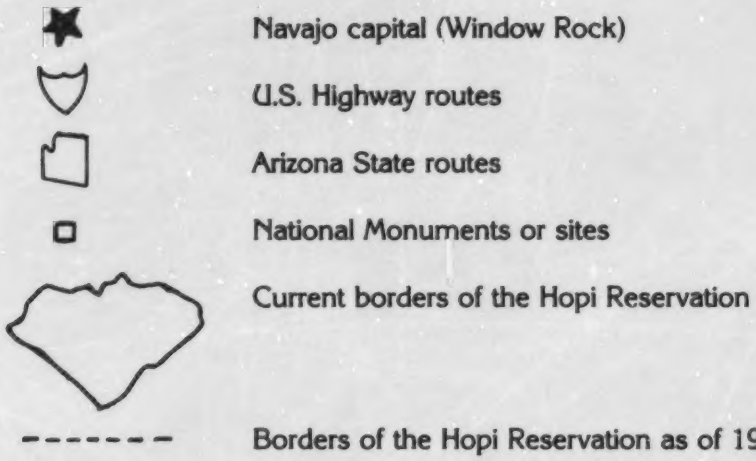
IV. STUDY SKILLS

D. Map and graph reading

Many times in your life you will need to read maps to get from one place to another. If you know what the symbols mean and learn to have a sense of direction, map reading can be easy and fun!

On the next page you will find a map of the Navajo Reservation. This map includes all parts of the reservation in Arizona, New Mexico, and Utah. North points upward, as usual for maps, and 1" = 30 miles. Use a ruler or your fingers to guess the approximate mileage from town to town. The rest of the information you need to answer the questions is contained in the key below. Remember, a key explains the symbols on a map.

KEY



towns (Second Mesa)

Navajo capital (Window Rock)

U.S. Highway routes

Arizona State routes

National Monuments or sites

Current borders of the Hopi Reservation

Borders of the Hopi Reservation as of 1986

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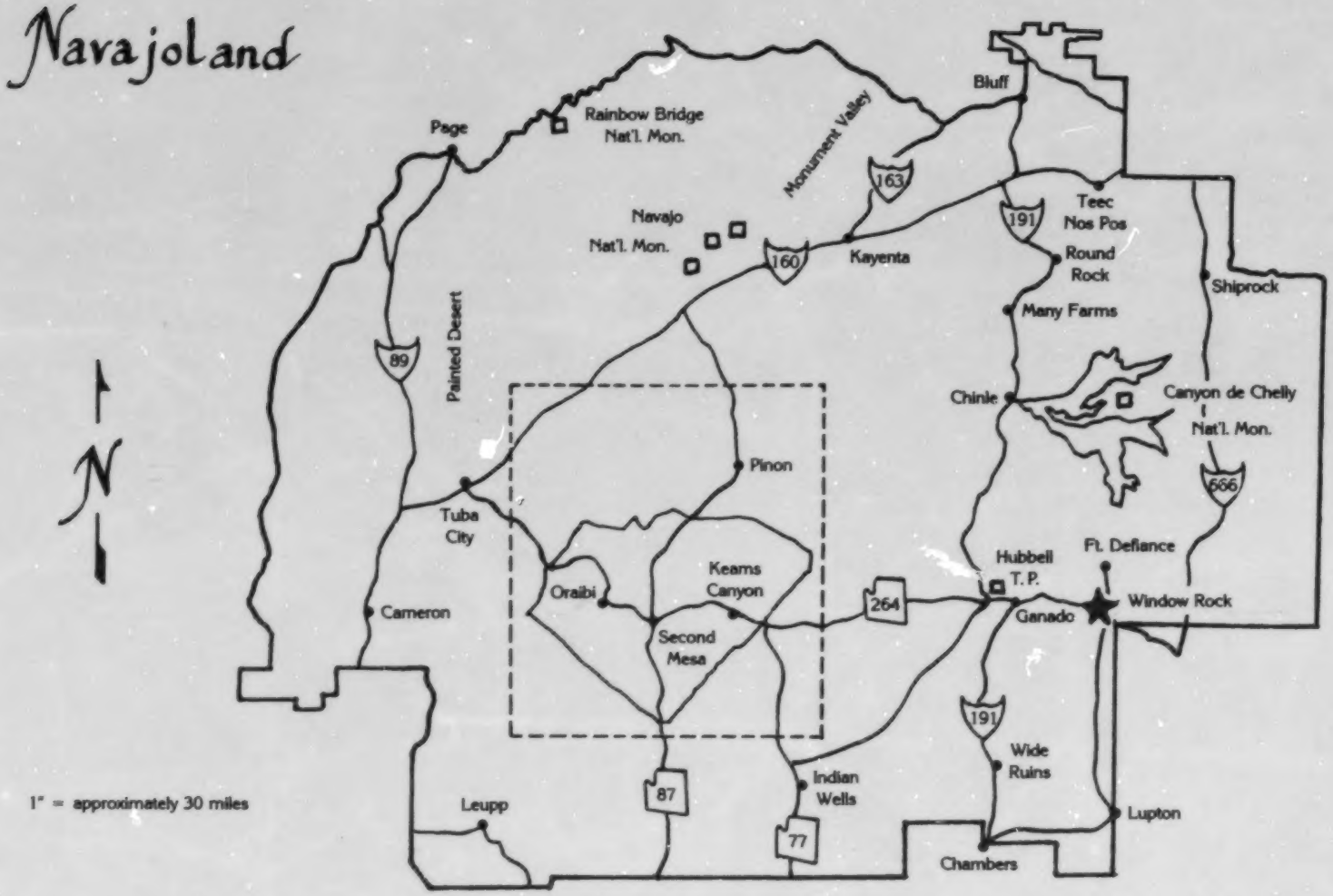

Navajoland
Page
Rainbow Bridge Nat'l. Mon.
Monument Valley
Bluff
163
Navajo Nat'l. Mon.
160
Kayenta
191
Teec Nos Pos
Round Rock
Many Farms
Shiprock
89
Painted Desert
Chinle
Canyon de Chelly Nat'l. Mon.
666
Pinon
Tuba City
Hubbell T.P.
Ft. Defiance
Kearns Canyon
Oraibi
264
Window Rock
Ganado
Cameron
Second Mesa
191
Wide Ruins
Indian Wells
87
Lupton
Leupp
77
Chambers
1" = approximately 30 miles

IV.D. Map and graph reading

1. What road do you take to get from Cameron to Page, and what direction are you traveling in?

   _____

2. Name the national monuments and sites to be found inside the reservation.

   _____

   _____

3. Approximately how far is it from Tuba City to Teec Nos Pos? _____

4. How many towns are shown inside the Hopi Reservation, and what are their names?

   _____

5. What road is Shiprock on, and is it a state or national route?

   _____

6. How far is it from Second Mesa to the southern border of the reservation?

   a) 10 miles
   b) 40 miles
   c) 80 miles

IV.D. Map and graph reading

7. How far is it from Cameron to Page?

   a) 45 miles
   b) 90 miles
   c) 135 miles

8. Where on the Navajo Reservation is Monument Valley found?

   _____

9. About how far is it from Shiprock to Tuba City, passing through Window Rock?

   a) 370 miles
   b) 120 miles
   c) 240 miles

10. What direction are you traveling in from Chambers to Round Rock, and what is the number of your route?

    _____

11. Tell how you would get from Many Farms to Keams Canyon, passing through Chinle.

    _____

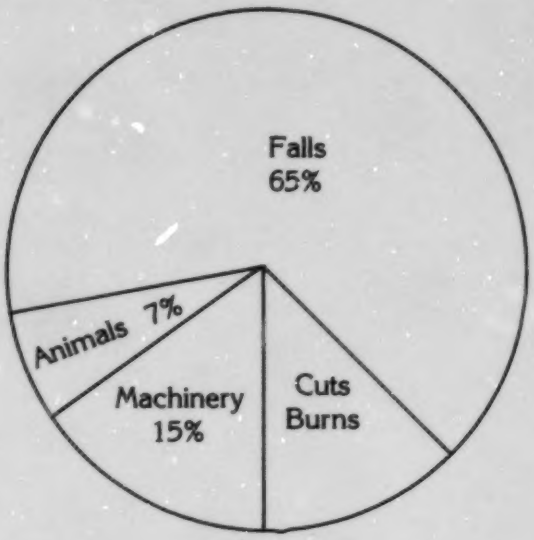
    _____

12. If you're on a bicycle going about 20 miles per hour, how long will it take you to get from Ganado to Fort Defiance?

    _____

IV.D. Map and graph reading

A circle graph is a circle divided into parts. Circle graphs show parts of a circle in relation to each other, and in relation to the total sum.



CAUSES OF ACCIDENTS OR INJURIES

The entire circle graph always represents 100% or the total. 25¢ could be represented by 25% or even ¼ on a circle graph.

Refer to the circle graph above to answer the following questions about causes of accidents around the home.

1. Most accidents around the home are caused by _____

2. While sawing a board with a power saw, a man lost part of his finger. What percentage group would he be in?

   _____

3. What percentage of accidents are caused by burns and cuts? _____

4. If a boy were bit on the hand by a dog, he would be in the _____% group.

IV.D. Map and graph reading

5. Keeping the floor clean and picking things up would help reduce accidents caused by _____.

6. A mother tells her baby not to stand up in the chair while eating. Why?

_____

_____

7. Most accidents in the home happen to old people and young children. Fires caused by playing with matches resulting in _____ happen to young children. Older people suffer more _____ than any other age group.

8. The two major causes of accidents are cuts and burns and _____.

IV.E. Reading timetables, schedules

In addition to the unwritten daily schedule you follow, you also are affected by various written schedules. If you need to take a bus, a train, or an airplane, you should be able to read a schedule to know arrival and departure times. If you want to watch a certain program on television or listen to a special radio program, you need to be able to read the schedule, telling you when the program is aired.

Refer to the June 30, 1983, television schedule and answer the following questions. Remember, in a television log the blackened channels indicate local channels (programs you can see in your area) and white channels indicate programs aired from other cities. Also, an R after a program indicates a "rerun" (the program has been aired before).

The television schedule is on the next page, and the questions for you to answer follow it.

Thursday

June 30, 1983

EVENING

6:00

(3) (10) (12) (2) (4) (7) (9)
News
(5) Laverne & Shirley
The girls have big weekend plans.
(23) Business Report
(13) Saturday Night
(21) Dwight Thompson
(4) Over Easy
(9) Happy Days Again
(6) Three's Company
(11) (48) Mundo Latino

6:30

(23) PM Magazine
(23) M*A*S*H
Part 1 of two. Hawkeye and Hot Lips assist another hospital unit.
(3) Horizon
Attitudes toward nuclear disarmament.
(10) (9) Family Feud
(12) People's Court
(2) (9) M*A*S*H
(4) Entertainment Tonight
(6) Business Report
(7) Alice
(11) WKRP
(4) Bob Newhart
(13) (48) Noticiero Nacional

7:00

(3) (9) Movie
★★"The Island of Dr. Moreau" (1977, fantasy) Burt Lancaster, Michael York, Barbara Carrera. A demented doctor creates a half-man, half-beast. (2 hrs.)
(5) Charlie's Angels
The Angels infiltrate a beauty clinic.
(8) (6) MacNeil/Lehrer
(10) (12) (9) Magnum, P.I.
Higgins is involved in a dangerous accident. (R)
(12) (2) (4) Fame
Bruno's father is trying to recapture his youth, and Doris' grandmother plans to come live with her. (R)
(15) Kojak
(21) Praise
(3 hrs.)
(7) Movie
"To Have and Have Not" (1944, drama) Humphrey Bogart, Lauren Bacall. (2 hrs.)
(11) Streets of San Francisco
(23) (48) Soledad

7:30

(8) Sneak Previews
(6) Arizona Illustrated
(13) (48) Gabriel Y Gabriela

8:00

(23) Hawaii Five-O
A recent murder is tied to another one which occurred 33 years ago.
(23) Movie
★★"Kiss Them for Me" (1957, comedy) Cary Grant, Jayne Mansfield, Suzy Parker. Navy officers have romantic entanglements while on leave. (2 hrs.)
(10) (12) Simon & Simon
A mystery writer hires the Simons to protect him from a murderer. (R)
(12) Phoenix Suns Post-season Special
(15) Movie
"Magnificent Thief" (1967, adventure, TV) Robert Wagner, Senta Berger, John Saxon, Susan St. James. A thief is released from prison so he can help the U.S. government in an investigation. Pilot for "It Takes a Thief" television series. (2 hrs.)
(2) (4) (9) Gimme a Break
(6) Sneak Previews
(11) Movie
"The Red Pony" (1949, drama) Myrna Loy, Robert Mitchum. (2 hrs.)
(13) (48) Chiquillados

8:30

(12) (2) (4) Cheers
Diane exposes a bragging customer for what he really is. (R)
(6) Film Feature
(9) Oral Roberts
(13) (48) No Empujen

9:00

(3) (7) 20/20
(5) Bob Newhart
Bob forms a consciousness-raising women's group.
(10) (12) Knots Landing
Chip continues his relationship with both Cici and Diana. (R)
(12) (2) (4) (9) Hill Street Blues
Renko becomes a hero, and Furillo receives a reprimand from the chief. (R)
(6) Mystery
(7) News Network
(13) (48) Nacha de Gale

9:30

(23) News
(7) Alfred Hitchcock

10:00

(3) (10) (12) (2) (4) (7) (9)
(9) News
(5) Barney Miller
Barney, Wojo and Fish are on a secret stakeout.
(8) Matters of Life and Death
(23) Twilight Zone
(6) Masterpiece Theatre
(7) Perry Mason
(11) Mary Hartman
(13) (48) 24 Horas

10:15

(21) Religious

10:30

(11) ABC Nightline
(23) Soap
(5) World of James Joyce (1 hr., 30 mins.)
(13) Entertainment Tonight
(12) (2) (4) (9) Wimbledon Update
(23) Carol Burnett
(21) I Choose Life
(9) Barney Miller
(11) Movie
"International House" (1933, comedy) W.C. Fields, George Burns. (1 hr., 30 mins.)
(6) Benny Hill

10:45

(12) (2) (4) (9) Tonight
Best of Carson with David Letterman.

10:50

(13) (48) News

11:00

(5) Benny Hill
(11) (6) Quincy
Quincy is a juror on a murder trial. (1 hr., 10 mins.)
(15) Movie
★★★"The Sand Pebbles" (1966, drama) Steve McQueen, Candice Bergen, Richard Attenborough. A U.S. ship is anchored off China. (3 hrs., 30 mins.)
(23) Jay Al Music
(6) Arizona Illustrated
(7) Leave It to Beaver
(9) ABC Nightline

11:30

(9) WKRP
(5) Odd Couple
(21) Praise
(3 hrs.)

Prime-Time Cable Television

	7:00	7:30	8:00	8:30	9:00	9:30	10:00
HBO	Wimbledon (5)		(48) The Last Chase				(48) The Thing
SPOT	(48) For Your Eyes Only (5:30)		(48) Super Fuzz			July Previews (9:48)	
ESPN	Boxing (9)			Sports Center		World Sportsman	
ARTS	Janet Baker (6)	Artist & Athlete (7:30)		Nightcap	Sign-Off		
TMC	(48) Raggedy Man (6:30)			(48) Bandolero			(48) Westward
SHO	(48) Clash of the Titans (6)		(48) Come Back to the 5 & Dime Jimmy Dean				Cher
USA	Baseball (4:30)	Baseball: Texas vs. California					Pick the Pros
WGN	News		Twilight Zone	Charlie's Angels		(48) Desperate Journey	
TNN	Nashville Now	Yesteryear	After Hours	Offstage	Nashville Now		
WTBS	Baseball (4:30)	News		The Cadets	(48) South Sea Massacre		

SPOT—Spotlight TMC—Movie Channel SHO—Showtime TNN—Nashville (48)—Movie

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IV.E. Reading timetables, schedules

1. What is the 6:30 program on channel 3?

   _____

2. How many local channels have news at 6:00 p.m.? _____

3. If you watch channel 3 at 7:00 p.m., then switch to channel 10 at 8:00 p.m., how much of the channel 3 program will you miss?

   _____

4. What does the letter R stand for in the 9:00 p.m., channel 10 program, "Knots Landing"?

   _____

5. How many local channels are listed on this schedule?

   _____

6. What channel has the latest scheduled newscast? _____

7. What year was the movie The Sand Pebbles made, and what time is it over?

   _____

8. On Prime-Time Cable Television, what does the M stand for?

   _____

9. How many cable channels are there? _____

10. Name two movies shown on CABLE television.

    _____

11. How long does the baseball game on USA last (Texas vs. California)?

    _____

12. If you're a boxing fan, what channel will you watch at 7:00 p.m.?

    _____

IV.F. Summarizing and skimming

A summary is a brief version of the whole paragraph, chapter, story, or article which is written in as few words as possible to get the original idea across.

For example, summarizing is what you do when you explain a ten-minute conversation in one minute. You shorten (or condense) what was said, mentioning only the important points. You can do the same thing in writing. In fact, you will find that being able to write a good summary is easy, if you practice.

Look at the following brief example:

Often, a crowd of young Hopi men will go out afoot to hunt rabbits, and woe to the bunny that comes in reach! He is soon run down and dispatched with their curved boomerangs.

From *The Hopi Indians*
Walter Hough

This can be summarized in a few words:

Hopi boys kill rabbits with boomerangs.

Whenever you summarize anything, you simply:

1) decide what is being said or written, and;
2) put it into your own words, using as few words as possible.

Read the paragraph on the next page and see if you can summarize it in five or fewer sentences (less than 60 words).

IV.F. Summarizing and skimming

Preview of difficult words:

association (ŭh sō´ sē ā´ shŭn): *a connection or relation between people, thoughts, feelings, or ideas*

obedient (ō bē´ dē ŭnt): *accepting of authority; obeying or carrying out requests*

fortunate (fôr´ chū nĭt): *lucky*

unconsciously (ŭn´ kŏn´ shŭs lē): *doing something without thinking about it or being aware of it*

Like Japanese children, Hopi children seem to deserve no correction, and it is a rare sight to see a parent strike a child. Always instead there is kindness and affection worthy of the highest praise. It is refreshing to observe the association of children with their parents or near relatives, and how quiet and obedient they are. This close parental attention must be the secret of good children wherever the country may be. The Hopi children are fortunate in having so many teachers who at home or in the fields or in the country explain to them the useful things which they should know in order to become good citizens of Tusayan. It surprises visitors to find out how much the little people have learned, not only of the birds, plants, and other sides of nature, but of their future duties in the house, the fields, and the villages. One comes to respect the Hopi kindergarten in which children are taught through play-work and unconsciously come to "know how."

From *The Hopi Indians*
Walter Hough

Your summary:

IV.F. Summarizing and skimming

Were you able to do it? Great! Here's what we wrote to summarize the paragraph:

Hopi children are well behaved, affectionate, and obedient. Parents are very attentive and teach their children useful things needed to become good citizens. The children know much of nature, birds, animals, plants, and household duties. The children learn, even at play.

Is your summary about the same length? Does it mention some of the same things? Good!

Now, let's see if you can do it by yourself. Summarize the following passage in two or three short sentences (less than 30 words). Make your sentences brief and to the point.

Preview of difficult words:

representations (rĕp´ rĭ zĕn tā´ shŭnz): *things that stand for or symbolize something else*

Every visitor to the Hopi pueblos is attracted by the carved wooden figures painted in bright colors and decorated with feathers that hang from the rafters of the houses. "Dolls" they are usually called, but the Hopi know that they are representations of the spiritual beings who live in the unseen world, and a great variety there is of them. Thousands of these figures are made by the Hopi, many to be sold to visitors or to decorate the houses with them.

From *The Hopi Indians*
Walter Hough

Your summary:

_____

_____

_____

_____

IV.F. Summarizing and skimming

Skimming lets you cover lengthy written passages in a brief amount of time. When you skim, you do not try to read every word. Instead, read the first sentence in a paragraph (it will usually tell you what the paragraph is about). Then quickly read just enough sentences or phrases within the paragraph for you to get an idea of what the author is saying. By doing this quickly, you do not waste time on the "a's, and's, and the's," but you do read the important larger words. It is also wise to read the last sentence in a paragraph. This will sum up the main idea for you.

You can skim with longer passages, too. In a longer (4–5 pages) written work, read the first paragraph completely. It often contains the main idea of the entire work. Then, read the first sentence of the middle paragraphs, and look at the groups of words in the sentences within each paragraph. Often, you can skim a paragraph by allowing your eyes to move downward across the paragraph, beginning at the upper left corner and ending at the lower right corner. You should also read the last paragraph completely.

Try skimming the following passage about Basketmakers — prehistoric Indians of the Southwest. Then answer the questions.

Preview of difficult words:

culinary vessels (ˊkŭl ĭ nĕr ē ˊvĕs ĕlz): *of or relating to a hollow cooking container such as pots or bowls*

comprise (kŭm ˊprīz): *to include, to consist of, to make up*

implement (ˊĭm plŭh mĕnt): *a tool, utensil, or instrument*

IV.F. Summarizing and skimming

Once the Basketmakers had acquired their food, there naturally arose the question of cooking it. Meat presented no real problem, for it could be baked or roasted without culinary vessels or could even be eaten raw. Dried corn, however, which comprised so important a part of the Basketmaker diet, was something else again. From the grinding stones found in Basketmaker sites, we know that corn was ground, as it is by Indians even today. To grind corn, only simple implements are needed. The dry corn is placed on a flat stone, known as a *metate*. The kernels are then pounded and rubbed with a stone, of a size which can be held easily, called a *mano*. Once the corn is made into meal, it can be moistened and formed into little cakes to be baked on hot stones.

From *Prehistoric Indians of the Southwest*
H. M. Wormington

1. By reading the first sentence, what do you think the paragraph will be about?

   _____

2. What is the first important point made about dried corn?

   _____

3. What is the second half of the paragraph about?

   _____

4. In a library, which listing would you turn to in order to find this selection?

   a) Indians,
      Warfare

   b) Basketmakers,
      Religion

   c) Basketmakers,
      Food

   d) Eskimos,
      Food

IV.G. Parts of newspaper and reading want ads

Most newspapers contain certain standard sections or parts. The most common sections are the following: News (world, state, local); Business and Finance; Classified (want ads); Editorial; Sports; Entertainment/Leisure; Comics. Newspapers in large cities will probably have additional sections; small-town newspapers may not have this many sections. Each of the sections is explained below.

News (world, state, local): articles/photographs on current events;

Business: financial articles of interest about the economy, jobs, private industry, banking (may contain stock market reports);

Classified: paid advertisements, for-sale items, help-wanted ads;

Editorial (may be included in News sections): comments on timely topics by editors of newspapers or editorials from writers elsewhere in the country, and letters written to the editor from readers;

Sports: articles and photographs of current sports events and players;

Entertainment/Leisure: daily television and radio logs, movie listings, clubs and restaurants, current social events and possibly weather and horoscope;

Comics: comic strips (in smaller newspapers, comics or cartoons may be included in Entertainment section).

IV.G. Parts of newspaper and reading want ads

Using the newspaper sections listed below, fill in the blanks with the correct section. Some sections will be used more than once.

News	Entertainment/Leisure
Business	Comics
Editorial	Classified
Sports	

1. You would probably find an article about the recovery of the stock market in the _____ section.

2. First-round draft picks for the upcoming basketball season would be listed in the _____ section.

3. You would look in the _____ section to purchase a used bed and mattress.

4. If you wrote a letter to complain about a city tax increase, you would send it to the _____ section of the newspaper.

5. To find out the time of the Sunday afternoon showing of a movie, you would consult the _____ section of the paper.

6. To find out the weather forecast for a planned trip to the northern part of the state, check the _____ section.

7. The cartoon character Peanuts is found in the _____ section of the paper.

8. If you're looking for a job, consult the _____ section of the paper.

IV.G. Parts of newspaper and reading want ads

If you wish to sell or buy items or services, or find a job, you will probably turn to the Classified section of the newspaper. Many — if not most — students have not even looked closely at this section of the newspaper. You need to become familiar with the newspaper so you can locate a guitar for sale, sell a refrigerator, buy a new/used car, find an apartment, a carpet cleaner or a plumber, or find a job.

The following abbreviations are some commonly used abbreviations. Learn them. Then, see if you can answer the questions following each sample from the Classified section of the newspaper.

A/C	— air-conditioning	mkt	— market
f/t	— full-time	ownr	— owner
p/t	— part-time	furn	— furnished
econ	— economy	frpl	— fireplace
ref's	— references	CTM	— cash to mortgage
cpt	— carpet	utils	— utilities
exp'd	— experienced	ass	— assumable
min	— minimum	cond	— condition
10K	— ten thousand	mtrs	— motors
maint	— maintenance	bkkpng	— bookkeeping
aft	— after	tr'nee	— trainee
p'd	— paid	req'd	— required
med	— medical	pos	— position
ins	— insurance	med ofc	— medical office
rm	— room	ps	— powersteering
ba	— bath	pb	— power brakes
dn	— down	walkins	— walk-in closets

IV.G. Parts of newspaper and reading want ads

a) AAA '77 E225 Limited 4dr, 38,000 mi, cloth-split seat 4-way recliner & all options, like new $3950, 266-5488

b) '69 LeSabre, fully equipt, runs good, $295, 264-2381

c) '74 Buick Electra, 51,000 mi, loaded; ps, pb, reg. gas, $1500 241-6212

d) '74 Buick LeSabre, am/fm, A/C, 69,000 mi good condition, $1100 Thompson Buick Sales 899-5658

e) '66 Chev Malibu 4dr, 6 cyl. runs good, $400, 244-2165 aft. 5 p.m.

f) '78 Chevette 2dr Coupe, A/C, runs great, 65,000 mi, $1388 294-4849

1. What is the most expensive automobile for sale? _____

2. What is the least expensive automobile for sale? _____

3. What is the oldest automobile for sale? _____

4. What automobile has the greatest number of miles on it? _____

5. What number would you call if you wanted more information on the '78 Chevette?

   _____

6. What automobile is advertised by a dealer? _____

7. After what time should you call for information about the '66 Chev Malibu?

   _____

8. If you want a '74–'79 fairly low-mileage automobile and have only $2,000 to spend, which automobile do you think would be the best purchase? Why?

   _____

IV.G. Parts of newspaper and reading want ads

Use these apartment ads for the Phoenix area to answer the questions that follow.

a) Spac, adults, 2br apts, close to shpg ctrs, busline, w/d hookup, pool, furn, pvt patio, storage, laundry. From $415, Vill Tanquerey, 4422 N. 45th Ave, Glendale. 973-8302

b) Camelback/35th Ave, Clean, 1br, 1ba, 4-plex, A/C, unfurn. Avail now. Adults only. No fee, Antlers Co. 244-6750

c) Cheap, but nice! 2br, kids ok, A/C, skylights, furn, $325 40th St. & McDowell, 248-6775

d) Lg studio, furn, summer only, for 1 person 266-8907

e) 2br, A/C, Furn, no pets or children, nr Ind. Sch & Frwy 1st mo. rent free $290, 945-3777

f) 1–2br, utils free, unfurn, A/C, Pets & children ok, 12th Ave/ Ind. Sch. 264-1202

g) A/C Studio, Unfurn. No pets, children ok, $165 plus elec, 279-0809

h) 2br, duplex, furn, 15th Ave/Peoria, w/d hookup, no pets, no children, $305, 674-3287

i) 1br, $275, No pets, no children, unfurn, near Dr's hospital, 889-7296

j) 2br, pool, Metro area, unfurn, $300 & $175 dep, children & pets ok, w/d hookup, cpt/ drapes, walkins, Clearview Apts, 7700 N. 7th Ave. 897-4497

IV.G. Parts of newspaper and reading want ads

1. If you want an apartment for the summer only, which number should you call?

   _____

2. If you must have a furnished apartment, how many do you have to choose from?

   _____

3. If you are looking for an apartment with a washer/dryer hookup, how many choices do you have?

   _____

4. If you must have a swimming pool, how many advertisements list one?

   _____

5. If you have chiildren, how many numbers would you call? _____

6. If you want an apartment near Dr's Hospital, what number do you call?

   _____

7. Which telephone number gives the least information? _____

8. What features are listed for the 2br apartment near Metrocenter?

   _____

   _____

   _____

IV.H. Test-taking skills

Half the difficulty of taking tests is knowing how to take tests. You must study hard, try your best, and prepare for a test, of course. But there are several other things to know about taking a test. Read these hints carefully.

1. Always read the full directions first. Make sure you understand what you are expected to do. If you don't, ask the person giving the test to make the directions clear for you.

2. Find out if it's a timed test. If so, and most are, plan your time accordingly. If you have 20 minutes to answer 20 questions, then you should be about half done after 10 minutes. If you have one hour for a test, look at the clock every 15 minutes to make sure you don't waste time on a few items.

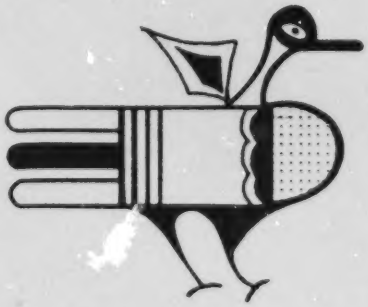
3. You should always answer the questions you know first. Save the harder items for later. If you have time, go back and answer the most difficult ones at the end. In some tests, you can be penalized for guessing the wrong answer, so it's best not to do so.

4. Studies have shown that your first guess is usually right. Change an answer only if you are sure you were wrong the first time. Then, fully erase or black out your first answer.

5. On true/false questions, a statement must always be true in order to be marked "true." Watch out for such words as "always, never, every, all, none," etc. These words are leading words and usually indicate that the answer is false.

6. On multiple-choice items, consider all the choices first before you mark one. Look for the best answer, not necessarily one that is always true.

7. On comprehension tests (one with reading passages), you are sometimes asked to recall details, but usually are expected to draw conclusions, distinguish between fact and opinion, identify causes, effects, and main ideas. Usually, you are not asked about something totally outside the text.



8. Lastly, it is important to use good personal habits before you take a test. Prepare for the test, but don't cram: know your material before and get a good night's sleep. Arrive at least 15 minutes before the test starts. Eat something nutritious in the morning or at lunch before the test. Try to clear other distractions, personal problems, and commitments from your mind. Think only about the test while taking it. Don't panic, and don't be anxious. Remember, almost no one likes taking tests, but some people learn how to do it. Finally, unless it is an absolute emergency, do not miss a test! Not showing up for a test will certainly start you off on the wrong foot. So, let the test-giver know you're interested and show up!

Now, answer as True or False (T or F) the following statements about test-taking skills.

1. _____ If you have 20 questions to answer in 10 minutes, you should answer all of them in the first five minutes.

2. _____ Studies have shown that you should always go by your second guess.

3. _____ Always read the directions first, before you begin to answer the questions.

4. _____ Most comprehension tests ask only whether you can recall details.

5. _____ You should know the material prior to the night before taking a test.

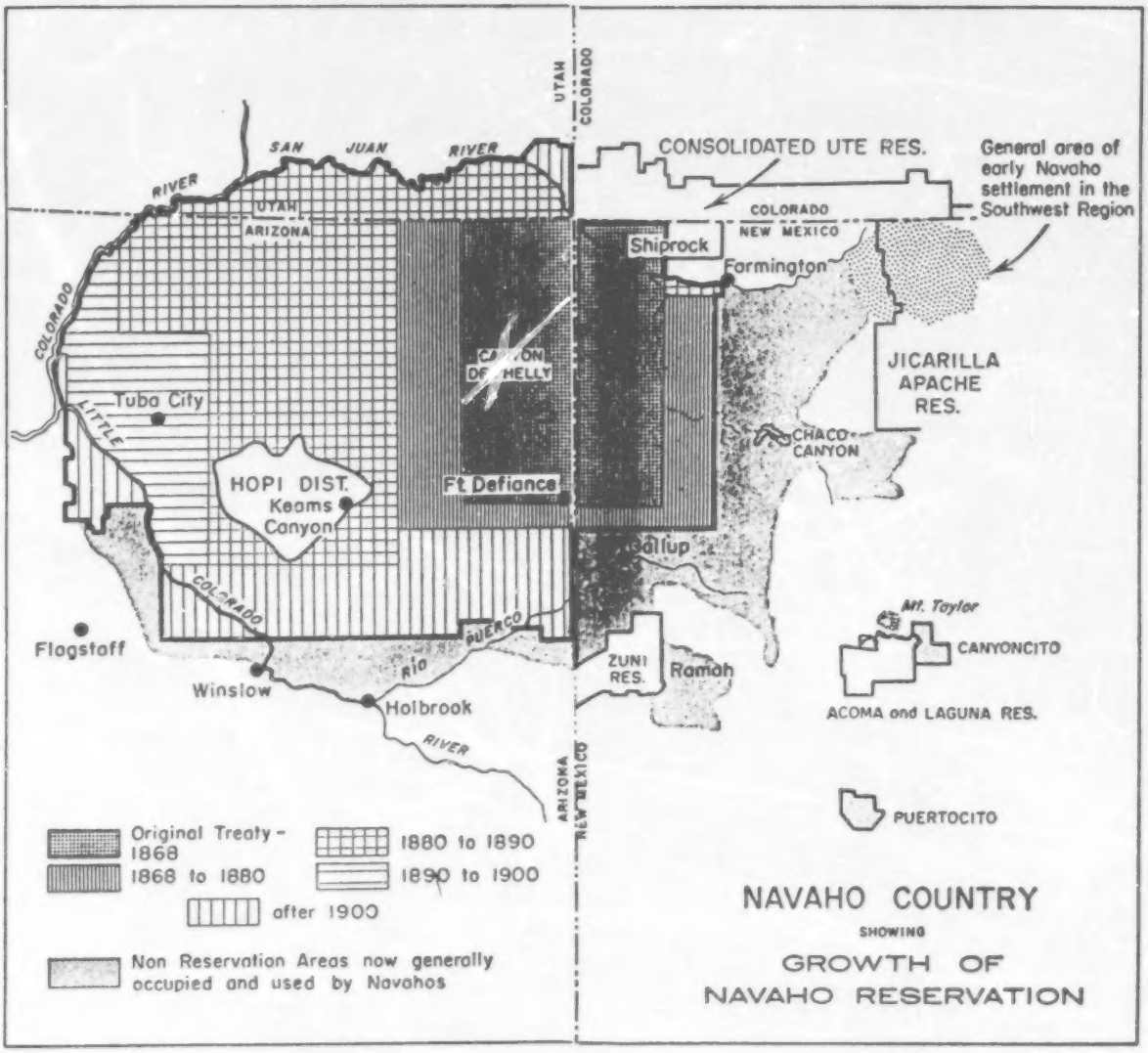
6. _____ You should never look at the clock during the time you are taking a test.

7. _____ On true/false tests, a statement must always be true for you to mark it true.

8. _____ Answer the questions you know first, then go back and tackle the harder ones.

UNIT IV POST-TEST: STUDY SKILLS

Use the map of Navaho County to answer the questions that follow.



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1. What proportion of Navaho Country was the area included in the original treaty?

   a) 10%
   b) 20%
   c) 50%
   d) 60%

2. What area occupied by Navahos is near Mt. Taylor?

   _____

3. What town on this map is closest to Canyon de Chelly?

   _____

4. According to the map, when did the land where Tuba City is located become part of Navaho Country?

   _____

Use the television schedule below to answer the questions that follow.

7 PM	Richard Simmons	Coco Kid	Sesame Street	Morning	News	Jim Bakker	Lester Sumrall		
7:30	ABC News	Space Coaster					Practice/Perfect		
8 PM	Good Morning America	Wallace & Ladmo	Business		Today	Heckle & Jeckle	KPTL		
8:30			Footsteps			Speed Racer	Joy		
9 PM		Tom & Jerry	Sesame Street	Tattletales		Planet of Apes			Jimmy Swaggart
9:30		Open House		Tic Tac Dough		Inspector	Get in Shape		Colorado
10 PM	Edge of Night	(M) Thunder in the Sun	3-2-1 Contact	$25,000 Pyramid	Wheel of Fortune	700 Club	Praise the Lord		Federmico
10:30	Loving		Mister Rogers	Press Your Luck	Love Connection				Hoy Mismo
11 PM	Benson		Arizona School TV Project	Price Is Right	Go				
11:30	WKRP	Donahue			Search	Ozzie & Harriet			
12 AM	Family Feud			Young and Restless	Days of Our Lives	Family	TBN News		Mundo Latino
12:30	Ryan's Hope	News	Footsteps				Jimmy Swaggart		
1 AM	All My Children	Dick Van Dyke	Sesame Street	News	News	(M) Reach for the Sky	Ordinary People		Villa Alegre
1:30		Andy Griffith		As the World Turns	Sale of Century		Father Manning		(M) El Muerto
2 AM	One Life To Live	I Love Lucy	TV Project		Another World		Heritage Singers		Falls a la Cita
2:30		Hogan's Heroes	3-2-1 Contact	Capitol			Joy		
3 AM	General Hospital	Charlie's Angels	Mister Rogers	Guiding Light	Match Game / Hollywood	Dobie Gillis			
3:30			Sesame Street			Gomer Pyle	Lester Sumrall		Vivir Enamorada
4 AM	Little House	Superfriends		BreakAway	Company	Mighty Mouse	Praise the Lord		Senorita Andres
4:30		Scooby Doo	Why in... World		Newscope	He-Man / Masters			
5 PM	Chips Patrol	Laverne / Shirley	Wild Animals	Fantasy Island	Hour Magazine	Flintstones			Quiero Gritar tu Nombre
5:30		Mork & Mindy	Doctor Who			Beaver			
6 PM	News	Eight Is Enough	Business Report	News	News	Good Times	TBN News		Dejame Vivir
6:30	ABC News		Journal	CBS News	NBC News	One Day	One Way Game		
7 PM	News	Happy Days	MacNeil/Lehrer	News	News	Mary Tyler Moore	Dottie Rambo		Mundo Latino
7:30	Family Feud	M*A*S*H	NewsHour	Wheel of Fortune	People's Court	Carol Burnett	I Choose Life		SIN News
8 PM	Just Our Luck	Love Boat	Horizon	Mississippi	A Team	Quincy	Land of Bible		Esclava Isaura
8:30	Happy Days		Wild Animals				The Answer		Veronica, el Rostro del Amor
9 PM	Company	Jeffersons	Nova	(M) This Girl for Hire	Remington Steele	(M) Anatomy of a Crime	Praise the Lord		Chesapirito
9:30	Oh Madeline	Razzmatazz			Bay City Blues				
10 PM	Hart to Hart	Barney Miller	Vietnam: TV History						Sabor Latino
10:30		News							
11 PM	News	Taxi	Crossfire	News	News	Twilight Zone			24 Horas
11:30	ABC Nightline	Bob Newhart	Doctor Who	Entertainment	Tonight	Night Gallery			
12 AM		Benny Hill	Journal	Magnum P.I.		(M) Skyway to Death	TBN News		
12:30	WKRP	Thicke of the Night	PBS LateNight		Laugh-In		Serve the Lord		
1 AM	Real People			McCloud (12:10)	Late Night	BBN News	Praise the Lord		
1:30	Maverick	(M) Without Love							
2 AM	Untouchables			CBS Nightwatch	NBC Overnight				
2:30									
3 AM	News	News			CNN News				
3:30	Get Smart						TBN News		
4 AM	Untouchables						I Choose Life		
4:30							Dr. Whitaker		
5 AM	All / Family						Joy		
5:30	Lone Ranger								
	College Classes		Weather (5:45)	CBS News	NBC News		Best Day		

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5. How many stations have news at 6:30 a.m.? _____

6. If you are quite interested in documentaries about Vietnam, what evening program should you watch?

_____

7. What time does ABC Nightline come on, and when is it over?

_____

Read the following passage and summarize it in three sentences or less. Write a topic sentence and summarize two important points mentioned.

Navajo men retire to a sweathouse. They do so to cleanse themselves and to refresh aching or tired bodies. However, the atmosphere is ritual. An invitation is shouted to the Holy People to join in the bath. The songs sung within are sacred songs. Though formerly groups of women used to take sweatbaths, the sweatbath is today in most Navajo areas an exclusively male institution.

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8–10. (Topic and supporting sentences)

_____

_____

_____

_____

_____

_____

_____

Use the sections of the newspaper listed below to complete the following statements.

News	Classified	Sports
Business	Editorials	Entertainment/Leisure
Comics		

11. To find out what the new home mortgage rate will be, you would turn to the _____ section of the paper.

12. To locate a good, used window air-conditioning unit, you would look in the _____ section of the newspaper.

13. To find out the time of the Sunday afternoon showing of a movie, you would consult the _____ section of the newspaper.

Use the advertisements below to answer the questions that follow.

a) Lg studio, summer only, furn, $150/mo, 18th Ave/Van Buren, 264-1386

b) Adults, 2BR/1ba, unfurn, w/d/ hookup, no pets, ref's reqd, $285/mo., 648-7742

c) 2BR, unfurn, util pd, A/C, pets, children ok, $255 nr frwy.

d) Spac, Adult, 1–2 BR apts, w/d/ hookups, unfurn, pool, sm. pets, from $340, 966-3380

14. If you have a child, which apartment is probably the best for you?

_____

15. If you have your own furniture, which apartments would you be interested in? (There are several.)

_____

16. Which apartments would you be interested in if you have only $300 to spend per month on an apartment and utilities? (There are several.)

_____

17. If you have a washer and dryer, which apartments would you be interested in? (There are several.)

_____

Answer the following questions about test-taking.

18. On any test, what should you do first?

    a) Read the sample item.
    b) Preview the answers.
    c) Read the full directions.

19. Studies have shown that:

    a) Your first guess is usually wrong.
    b) You should never guess at an answer.
    c) Your first guess is usually right.

20. On any test:

    a) Work systematically through the test, answering every item.
    b) Answer the items you know first, then go back and tackle the rest.
    c) Answer only those items you know, forgetting about the hard ones.

GLOSSARY

GLOSSARY

abbreviation	a shortened form of a word used mainly to represent (stand for) the complete form of that word EX: AZ is an abbreviation for Arizona
antonym	a word having a meaning opposite to the meaning of another word EX: light and dark are antonyms of each other
cause	reason; something that makes something else happen; that which produces an effect or result; to make happen
conclusion	the end of something; the result of an act or process; a judgment or decision
context clues	clues to help you specify the meaning of a particular word or phrase within the sentence, gained from the other words or phrases in the sentence
effect	result; something brought about by a cause
fact	something known with certainty; something that can be/has been proven to be correct or true
homonym	one of two or more words having the same sound and sometimes the same spelling, but with different meanings EX: die — dye
main idea	the most important thought or idea being expressed or discussed; in a paragraph, it is expressed as the topic sentence
opinion	a belief that has not been proven as a fact; how someone feels or thinks about a subject/topic
paragraph	a unit of written expression that expresses some single, complete, general thought or idea; it contains a topic sentence, several (4–6) sentences, and a concluding sentence
prefix	a word part that comes before the root word; this word part has its own meaning which helps to change the meaning of the word to which it is attached EX: able — unable
root word	the main part of a word to which prefixes (before) or suffixes (after) may be attached

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skim (skimming)	to read or glance through quickly, to get the major points being expressed
suffix	a word part that comes after the root word and which modifies or alters (changes) the meaning of the word EX: act — action
summarize (summarizing)	to make a summary of; to state again, briefly
supporting sentence	a sentence that provides details that support or "back up" the main idea expressed in the topic sentence
synonym	a word having a meaning similar to that of another word EX: wander — roam trash — garbage anger — rage
topic sentence	the first sentence of a paragraph, usually; it contains the main idea of the paragraph; it tells what the paragraph is about
verbal	stated orally; spoken
vocabulary	all the words of a language; the range of words that one uses to express herself/himself orally or in writing